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ABSTRACT

This selected bibliography is the second volume of a three-volume report on the status of bilingual vocational training (BVT) for adults in the United States. The basic finding of the literature search was that little effort has been devoted to the topic of BVT, per se. Thus, the bibliography is quite limited and the works selected for inclusion are among the most relevant ones for program planners and administrators. The works are arranged into the following groupings: "The Effects of Bilingual Instruction: Evaluation and Research Findings"; "Needs: General and Specific"; "General Background on Linguistics and Bilingualism"; "Legislation"; and "Bibliographies". (Author/SW)

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ASSESSMENT OF THE STATUS OF BILINGUAL VOCATIONAL TRAINING FOR ADULTS

FINAL REPORT—PHASE I

Volume II: Selected Annotated Bibliography

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FINAL REPORT-PHASE I

ASSESSMENT OF THE STATUS OF BILINGUAL VOCATIONAL TRAINING FOR ADULTS

Contract No. 300-75-0333

Volume II: Selected Annotated Bibliography

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U.S. Office of Education
Department of Health, Education, and Welfare

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Conclusions and recommendations in this report are those of the contractor and do not necessarily reflect the views of the U.S. Department of Health, Education, and Welfare or any other Agency of the Government.

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PREFACE

This selected bibliography is the second volume of a three volume report on the status of bilingual vocational training (BVT) for adults in the United States. This report was prepared under contract with the Office of Planning, Budgeting and Evaluation of the U.S. Office of Education in cooperation with the Employment and Training Administration of the U.S. Department of Labor. Volume I contains an assessment of the status of BVT activity and an inventory of BVT programs. Volume III is a detailed summary of a literature search regarding BVT. The basic finding of the literature search is that little effort has been devoted to the topic of BVT, per se. Thus, the bibliography in this volume is quite limited and the works selected for inclusion are among the most relevant ones for program planners and administrators.

The works included in this volume are arranged into the following groupings:

- The Effects of Bilingual Instruction: Evaluation and Research Findings.

  This section includes studies of the psychological, linguistic, and learning effects of bilingual instruction on both children and adults.

- Language, Education, and Vocational Training for Minority Adults.

  Included here are various works concerned with vocational training and related education, including language education, with emphasis on limited English speaking target groups.

- Needs: General and Specific.

  This section focuses on works concerned, both at the group and individual level, with the language, education, and vocational training needs of the limited English speaking.

- General Background on Linguistics and Bilingualism.

  Included in this section are theoretical and applied works regarding the relationships between linguistics and bilingualism, and the sociological, cultural, and educational aspects of bilingualism.

- Legislation.

  This section includes selected hearings and legislative compilations that contain information relevant to bilingual education and vocational training for adults.

- Bibliographies.

  The bibliographies, most of which are annotated, cover language instruction, bilingual education, and education of language minority groups.

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The Effects of Bilingual Instruction:

Evaluation and Research Findings

Ausubel, David. "Adults Versus Children in Second Language Learning; Psychological Considerations." *Modern Language Journal* 48 (November 1964): 420-424.

This article discusses one of the basic assumptions prevalent in second language training: that children learn a second language more easily than do adults. The article points out that adults have a larger native vocabulary and a more mature understanding of concepts and that these factors should, if used in training, give them the advantage over children. A discussion of principles for teaching adults a second language is included.

Ben-Zeev, Sandra. *The Influence of Bilingualism on Cognitive Development and Cognitive Strategy.* Unpublished thesis, University of Chicago, 1972.

This dissertation abstract summarizes a research study which demonstrated that bilingualism in children results in an increase in cognitive flexibility or ability to mentally shuffle material. Two characteristics of the thinking of the bilingual child which were found in the research are also discussed.

Carrow, Sister Mary Arthur. "Linguistic Functioning of Bilingual and Monolingual Children." *Journal of Speech and Hearing Disorders* 22 (1957): 371-380.

This study examined the question: "Are bilinguals retarded in various aspects of linguistic function due to bilingualism?" Carrow administered an English language achievement test to 3rd grade children. The monolinguals achieved a significantly higher level in oral work (oral reading, hearing vocabulary, speaking vocabulary) only. There was no difference between the language groups where silent skills (silent reading, spelling, comprehension, etc.) were concerned.

Diebold, A. Richard, Jr. "The Consequences of Early Bilingualism in Cognitive Development and Personality Formation." Paper presented at a Symposium on the Study of Personality, November 1966, at Rice University, Houston, Texas.

This paper reviews the advances made by interdisciplinary linguistic research into the effects of early bilingualism. A distinction is made between "compound" (two languages acquired through equal and simultaneous exposure and status) and "coordinate" (one language is sociologically dominant) bilingualism. Results indicate that when bilinguals are studied in contexts where their bilingual or bicultural background does not automatically assign them lower status that "bilingualism is associated with and may be facilitative of significantly superior performances on both verbal and non-verbal intelligence tests."

Engle, Patricia Lee. "The Use of Vernacular Languages in Education." *Review of Educational Research* 45 (Spring 1975): 283-325. Also, "The Use of Vernacular Languages in Education; Language Medium in Early School Years for Minority Language Groups." *Papers in Applied Linguistics, Bilingual Education Series: 3.* Arlington, Va.: Center for Applied Linguistics, 1975.

Literature relating to the possible advantages of teaching initial reading and subject matter in a child's native language before introducing him to instruction and reading in his second language was surveyed. The two approaches normally used, the Direct Method and the Native Language Approach, were described and the issues separating the two were defined. Four studies were described in some detail. A summation of all of the studies indicated a number of conceptual and methodological weaknesses, and revealed that there is as yet no answer for the questions originally posed.

Ervin, Susan M. "Learning and Recall in Bilinguals." *American Journal of Psychology* 74 (1961): 446-451.

"A bilingual may be said to be dominant in the language in which he has greater facility in naming objects" (p.446). In this research study, the author suggests that (1) the language of shorter reaction-time is the language of covert response when overt language is restricted; (2) covert responses in a different language from that used in

the overt responses reduce recall in the latter language; and (3) spontaneous translation is more probable into the dominant language than into a second language.

Gardner, Robert C., and Lambert, Wallace E. *Attitudes and Motivation in Second Language Learning*. Rowley, Mass.: Newbury House, 1972.

This book summarizes a 12-year research program concerning foreign language learning (English or French) aptitude and factors which influence academic achievement. The results of the study lead to a sociopsychological theory of second language learning which maintains that the successful learner of a second language must be prepared to adopt various aspects of the other linguistic and cultural group.

Hakes, David T. "Psychological Aspects of Bilingualism." *Modern Language Journal* 49 (April 1965): 220-227.

This study addresses the problem with which the bilingual is faced--"discriminating audiences." Evidence indicates that if an individual is "punished" for speaking Spanish at school (or English at home), he/she soon remembers not to make the mistake and stops talking altogether.

Lambert, Wallace E.; Havelka, J.; and Crosby, C. "The Influence of Language Acquisition Contexts on Bilingualism." *Journal of Abnormal and Social Psychology* 56 (1958): 239-244.

The learning of two languages in two culturally distinctive contexts was studied in an attempt to discover if separate-culture learning enhances the learner's ability to use one language and then the other. If a bilingual has learned the two languages in culturally distinct contexts, the differences in meaning when translated from one language to another are increased.

Levinsky, Frieda L. *Research on Bilingualism.* Arlington, Va.: ERIC Clearinghouse on Languages and Linguistics, 1972.

Reports of research and ideas of several noted linguists. Topics include: goals of bilingual education programs, reasons for becoming bilingual, definition of bilingualism, bilingual dominance and balance, types of bilingualism, bilingual barriers, second language study, two kinds of language learning theories, the effective teacher, and test validity.

Loretan, Joseph O., and Others. "Evaluation of Science Instruction in Spanish for Students of Spanish Speaking Background--Steps in Implementing Experimental Project (For School Information)." Brooklyn: New York City Board of Education, 1964.

A project whose purposes were to foster bilingualism, forestall anticipated difficulties in science, and provide the motivation and course requirements essential for success in high school is described and assessed in this report. Two 7th grade classes of similar age, language background, and abilities were given the same or equivalent program in all respects except three. The experimental group received their science instruction in Spanish, used a Spanish text, and were given a course in the Spanish language. The results indicated that in the experimental group achievement in science and Spanish was improved, and that the program motivated the students, helped improve their self-image and appreciation for their Hispanic culture, and brought about a decrease in anxiety.

Macnamara, John, ed. *Problems of Bilingualism.* Ann Arbor, Michigan: Society for the Psychological Study of Social Issues, 1967.

This issue of *The Journal of Social Issues* is devoted to nine articles on the topic of bilingualism written by authorities in the fields of linguistics, anthropology, sociology, psychology, and education. The topics include articles on the effects of teaching in a weak language, as well as a variety of topics relevant to bilingualism and its effects.

Ng, Jolson Pak-leung. *The Effects of Bilingual Science Instruction on the Vocabulary, Comprehension Achievement, and Conceptualization of Elementary School Chinese Children Whose Second Language is English.* Unpublished dissertation, University of California, Los Angeles, 1970.

The purpose of this study was to investigate the effect of bilingual instruction for students whose second language is English. A random sample of 51 5th and 6th grade Chinese immigrant children was obtained from one elementary school, and the children were randomly assigned to monolingual (English) and bilingual (English and Cantonese) teaching methods in science classes. Analysis of pretests and post tests showed that the bilingual group surpassed the monolingual group on vocabulary and conceptualization in science, but not in comprehension achievement.

Raisner, Arnold, and Others. *Science Instruction in Spanish for Pupils of Spanish Speaking Background; An Experiment in Bilingualism, Final Report.* Brooklyn: New York City Board of Education, 1964.

This study was undertaken to study the effects of a language maintenance program using Spanish as a medium of instruction with junior high school students of Spanish speaking background. The program's experimental variable consisted of bilingual science instruction and an accelerated course in the Spanish language. The students who began the program in September had a Hispanic background and oral ability in Spanish but less than grade level English reading ability. Experimental group achievement was found to be superior in science and Spanish. In the area of classroom English achievement, the experimentals did as well as the controls, while in English reading ability they did much better.

Regan, Timothy F. *ESOL and the Adult Learner.* 1969

The problem of ESOL (English for Speakers of Other Languages) instruction is complicated by the changing relationship between education and the ability to obtain employment. This article discusses the problems of ESL training for limited English speakers in view of current employment needs. Compared to children, adults have a much larger native language vocabulary and have already developed abstract concepts in their

first language. Also, if they are literate in their own language, they can usually make conscious and deliberate use of grammatical generalizations and apply them to new language experiences. The article concludes, based on these two factors, that a number of ESL procedures--particularly those ignoring the native language--are inappropriate for adult ESL training.

Stafford, Kenneth R. *Problem Solving as a Function of Language.* Tempe: Arizona State University, 1966.

This research attempted to relate problem solving behavior to language by finding relationships between (1) problem solving and language type, and (2) problem solving and categories of bilinguaiism. English speaking monolingual and types of bilingual Navajo 8th grade pupils were compared on problem solving tasks. Findings indicated that the compound bilinguals did less well than coordinate bilinguals and English speaking monolinguals, but that there was no difference between the coordinate bilinguals and the monolinguals. Differences were explained in terms of Osgood's two-stage mediation model and interference. Implications for the language training of bilinguals were mentioned.

U.S. Department of Health, Education, and Welfare. Office of Education. *An Overview of Research on Bilingualism.* Sacramento: California State Department of Education, 1970.

The research presented in this document "relates to many questions about bilingualism which educators need to explore." The review includes discussions of four degrees of bilingualism, a synthesis of previous research done on factors related to language aptitude, and the argument that new methods of language teaching are no better or worse than old ones. The article also points out the same research supports the hypothesis that Spanish speaking pupils are better able to learn when they use their native language and have systematic instruction in English as a second language.

U.S. Department of Health, Education, and Welfare. Office of Education. Bureau of Adult, Vocational, and Technical Education. *An Assessment of Cultural and Linguistic Variables in Manpower and Vocational Skills Training Programs: Final Report and Summary.* Salt Lake City: Olympus Research Corp., 1973.

The primary objectives of the study were: (1) to determine the extent to which cultural or language differences prevented members of the target group from profiting from vocational education and manpower training, and (2) to recommend remedies for any observed obstacles to successful training. The appendices include documents on Cultural Linguistic Variables in Manpower Vocational Skills Training programs.

U.S. Department of Health, Education, and Welfare. Office of Education. Bureau of Research. *Oral English Development Among Non-English Speaking, Spanish Speaking American Adults Based on Thirty Innovative Video Programs and Related Paper/Pencil Lessons.* Albuquerque, New Mexico: Southwestern Cooperative Educational Laboratory, 1971.

The 1970-1971 field testing of the Adult Basic Education Empleen Ingles video programs and paper and pencil lessons was undertaken to provide answers to several questions. These included questions on the effectiveness of the video programs and pen and pencil tests, and attitudinal factors in the target populations. Results indicated that the program is effective though more so if a combination of programs is used.

U.S. Department of Health, Education, and Welfare. Office of Education. Office of Planning, Budgeting, and Evaluation. *A Process Evaluation of the Bilingual Education Program, Title VII, Elementary and Secondary Education Act.* Two vols. Washington, D.C.: Development Associates, Inc., 1973.

This report summarizes the current status of bilingual education programs in the United States. It is the result of a study conducted to develop planning data as well as the data necessary for the design of future studies and evaluations of bilingual efforts. In the first section of Volume I, the objectives and methodology of the study are described. Section 2 consists mainly of a discussion of study project data and a summary of conclusions. In Section 3, a list of recommendations is presented.

Warriner, Helen P. *Foreign Languages and Foreign Language Learning in Virginia Schools*. Richmond: Virginia State Department of Education, 1969.

Foreign language instruction guidelines designed to improve and extend current programs at all levels are offered to teachers, principals, guidance counselors, and superintendents. Major emphasis on teaching a language is developed, particularly through remarks on the spoken and the written word, testing and evaluation, learning aids and materials, the language learner, and sequential programs.

Language, Education, and Vocational Training

For Minority Group Adults

Centre for Information on Language Teaching. *Teaching Languages to Adults for Special Purposes.* CILT Reports and Papers, No. 11. London, 1974.

The book includes discussions of the Centre's activities both presently and historically, the concept of special purpose language teaching, teaching problems, adult language training projects and materials in Europe, and language program evaluation. Descriptions of a variety of existing language courses are included as well as the results of recent surveys and language needs.

Freudenstein, Reinhold. *Teaching and Learning Foreign Languages in Industry.* 1973.

This is a report on the work of the industry, an informal association in the Federal Republic of Germany, for the exchange of information on language laboratory teaching in commerce and industry. Learning conditions in schools are contrasted to those in industrial courses, as are learning objectives and teaching materials and methods. The use of progressive methods and ideas, especially operational objectives and full integration of various media, seem to give industrial courses an advantage over traditional courses. Therefore, the work of ERFA holds implications for language teaching outside the industrial field.

Sussman, Evelyn K. "Techniques and Materials for Teaching Vocationally Related ESOL to Youth and Adult Chinese and Adult Trainees in the New York City Board of Education, MDTP." Paper presented at the Third Annual TESOL Convention, March 5-8, 1969, Chicago, Illinois.

In order to plan for effective occupationally related English teaching for Chinese and Spanish (especially for Puerto Rican) immigrants, their characteristics and special needs were studied. The MDTP (Manpower Development Training Program), a federally funded prevocational job training program in which trainees (unemployed and underemployed youths and adults) are recruited and

processed by the United States Employment Service is described in this report. A discussion of some techniques which have proved effective with trainees with varying language proficiencies is included.

Swan, L.M., and De Vries, Jim. *An Evaluation of the Great Lakes Apprenticeship Center: Some Insights into Educational Programming for Disadvantaged Adults, Research Report.* Madison: College of Agricultural and Life Sciences, University of Wisconsin, 1973.

This research was aimed at determining the success of the program approach of a rather unique prevocational training program designed to meet the needs of young adult American Indians from low income backgrounds. The Great Lakes Apprenticeship Center (GLAC) approach utilizes some education principles which have wide support in adult education literature. The study reveals that: (1) some important adult education principles facilitate effective programming for the disadvantaged learner, and (2) if such principles are properly implemented, it is possible to reduce the gap between the underemployed and those with relatively better employment records.

U.S. Department of Health, Education, and Welfare. Office of Education. *Bridging the Asian Language and Cultural Gap: An Adult Basic Education Program, Interim Report,* 1971-72. Los Angeles: Los Angeles City Schools, California Division of Career and Continuing Education, 1972.

The document describes a project designed to help the Asian adult bridge the language and cultural gap through a two-pronged approach to the problem: the development of curriculum materials designed to deal with the specific phonological and structural problems of the Chinese, Filipino, Japanese, and Korean students, and the sponsorship of in-service sessions for the purpose of giving the ESL (English as a Second Language) teachers a better understanding of the sociocultural and linguistic backgrounds of their students. A collection of press releases is included in the document.

U.S. Department of Health, Education, and Welfare. Office of Education. Division of Adult Education Programs. *Head Start Parents' Adult Basic Education Project, New York City, Final Report,* prepared for the Division of Adult Education by Ruth Drescher. Albany: New York State Education Department, 1968.

This report describes a 100 hour bilingual education project attempting to raise the educational level of parents of Head Start children in New York during July and August of 1967. None of the 1,448 participants read beyond the 6th grade level and most were non-English speaking. An overall gain of two school months was attained by participants. The program was evaluated by both participants and an outside source and both evaluations are included.

U.S. Department of Health, Education, and Welfare. Social and Rehabilitation Services. Division of Research and Demonstration Grants. *Project HEART (Hospital Employment and Related Training), Final Report,* prepared for Division of Research and Demonstration Grants by Richard S. Amdor and Jalayne McCune. Los Angeles: Community and Human Resources Agency, 1971.

This report discusses Project HEART (Hospital Employment and Related Training) and its efforts to determine whether a single program could solve two identifiable problems among East Los Angeles' Mexican American population: (1) the need for training and employing educationally, socially, and vocationally disadvantaged Mexican Americans, and (2) the need to alleviate shortages of competent personnel in health areas. The program was successful when language and pre-job training were included.

U.S. Department of Labor. Manpower Administration. Office of Special Manpower Programs. *Basic Occupational Language Training (BOLT), Final Report.* New York: Puerto Rican Forum, 1969.

This report evaluates an 18 month project to test the effectiveness of participation by Puerto Rican workers in the Basic Occupational Language Training (BOLT) program, a program based on the assumption that an intensive exposure basis will result in significant improvement in job-related and non-job-related English skills. Results of the program overall and differentially on various populations are discussed.

U.S. Department of Labor. Manpower Administration. Office of Policy, Evaluation and Research. *An Evaluation of Manpower Services and Supportive Services to American Indians on Reservations*. Scottsdale, Ariz.: American Indian Consultants, 1972.

This study describes the manpower services available and their utilization on 10 Indian Reservations. An inventory of services is presented. Additional needs and supportive services are presented along with a special emphasis on the needs of special groups such as the young, women, older workers, or people on welfare.

U.S. Department of Labor. Manpower Administration. Office of Policy, Evaluation and Research. *The Total Impact of Manpower Programs in Four Cities*. 2 vols. Salt Lake City, Utah: Olympus Research Corp., 1971

Volume I is a summary of the final report of a comprehensive evaluation of the impact of Manpower programs on enrollees, employers, and the broader community in four cities: Boston, Denver, San Francisco, Oakland. Volume II is the complete Final Report.

U.S. Department of Labor. Manpower Administration. Office of Policy, Evaluation and Research. *An Evaluation of Manpower Systems Services to Mexican Americans in Four Southwestern States*. 2 vols. Washington, D.C.: J.A. Reyes Associates, Inc., 1972.

Volume I contains the findings and conclusions of a study assessing: (1) the extent to which Manpower Services are available to Mexican Americans in the Southwestern United States; (2) the extent to which these services are utilized; and (3) the effectiveness of the provided services in assisting Mexican Americans to attain suitable and financially rewarding employment. Volume II is a statistical appendix.

Needs: General and Specific

Angel, Frank. *Program Content to Meet the Educational Needs of Mexican Americans.* Arlington, Va.: ERIC Clearinghouse on Languages and Linguistics, 1968.

Gives the five areas in an educational program that are essential if Mexican Americans are to experience a good education: (1) language needs which include ESL in elementary and secondary schools, (2) cognitive development, (3) affective development, (4) inter-group relations, and (5) occupational education at the secondary level.

Bauer, Evelyn. "Bilingual Education in BIA Schools." Paper presented at the Third Annual TESOL Convention, March 5-8, 1969. Chicago, Illinois.

The author examines the "most promising" approach to educating American Indian students--bilingual education, which uses some combination of the student's mother tongue and English to transmit academic content and to foster development in both languages. An historical overview of bilingual Navajo and Spanish/English curriculum development is presented, as well as an argument for literacy first in the mother tongue, second in English.

Fishman, Joshua A., and Others. *Bilingualism in the Barrio; Final Report.* New York: Yeshiva University, 1968.

This two-volume collection of studies attempts to measure and describe the sociolinguistic norms of a Puerto Rican bilingual community. The individual studies are grouped into background studies and sociologically, psychologically, and linguistically oriented sections. Alternative measures of bilingualism are discussed.

Manuel, Herschel T. *Spanish Speaking Children of the Southwest; Their Education and the Public Welfare.* Austin: University of Texas Press, 1965.

It is the purpose of this book to present the problems of Spanish speaking children, to point out basic relationships and trends, and to consider possible ways of meeting specific needs,

particularly language needs. Population distribution and present educational procedures and philosophies are listed. The article stresses that although command of the English language is virtually a necessity, Spanish speaking children should have an opportunity to become literate in their mother tongue.

Moss, Doris and Richards, Robert. *A Study of Students Who Discontinued Attendance in the E.S.E.A. III Adult Basic Education Program.* Brooklyn, N.Y.: New York City Board of Education, 1967.

A study was made of students who discontinued attendance in the Adult Basic Education Courses provided by Public Schools in the Bronx, Manhattan, Brooklyn, and Queens. Data were gathered by interview or school files on 306 persons--167 non-English speaking, primarily Puerto Ricans, and 139 native born, largely Negro. Most of the dropouts were 30-39 years of age, were married, were at the lowest instructional levels, and had discontinued after attending less than 50 hours of class. The two major reasons for leaving were change of residence and interference with work activities.

National Consortia for Bilingual Education. *Report of Survey Findings: Assessment of Need of Bilingual Education Programs.* Fort Worth, Texas, 1971.

Information from all Title VII Bilingual Education Projects in existence comprises this report by the National Consortia for Bilingual Education. This document presents a description of the assessment-of-needs process, a description of the learners and their environments, a discussion of preliminary matching of materials needs and products, exploration of the unmet materials needs, and an environmental model for materials packaging.

Nieto-Gomez, Anna. *The Needs of the Spanish Speaking Mujer (Woman) in Woman-Manpower Training Programs.* 1974.

This paper gives recommendations in the areas of research, curriculum development, supportive services, staff development, and strategies for affirmative action related to woman-manpower programs and the economic needs of the Spanish speaking women. Among these are: (1) research should

include information defining these women's role in the total labor market process at the city, county, State, and Federal levels; (2) curriculum development for woman-manpower training programs should be directed at their job-related needs; and (3) bilingual-bicultural supportive services should be provided to allow them to take advantage of employment opportunities.

Reno, Phillip. *Vocational Education Needs and Opportunities for Indians: A Review of the Navajo Situation and a Summary of Its Implications for Four Corners Regional Planning.* Farmington, N.M.: Four Corners Regional Commission, 1969.

Concerned with vocational training as a means of aiding the solution to the Navajo Indian problem of lacking both saleable skills and the opportunity to acquire these skills, this report presents (1) the need for skill training and vocational education; (2) vocational training and education in the Navajo area; and (3) vocational education planning for Indians of the Four Corners Region.

de los Santos, Alfredo, Jr. "Career Education, The Comprehensive Employment and Training Act of 1973 and the Spanish Speaking." Symposium for Bilingual-Bicultural Manpower Development, 1974.

Ideas, comments, and points made by the participants at the Symposium for Bilingual-Bicultural Manpower Development are included in this paper. Some issues pertaining to the implementation of career education models to better serve the Spanish speaking are discussed; particularly: the career education definition, curriculum development and articulation; the need for in-service training or present professional staff; and the lack of instructional materials. Recommendations include the establishment of a K-16 career education model.

Ulibarri, Horacio. "Educational Needs of the Mexican Americans." Paper presented at the National Conference on Educational Opportunities for Mexican Americans, April 25-26, 1968, Austin, Texas.

The problems related to the education of the many vocationally untrained and illiterate Mexican Americans are analyzed in relation to occupational success, citizenship and personality. The importance of maintaining a positive self-image throughout training is stressed.

U.S. Commission on Civil Rights. *The Excluded Student: Educational Practices Affecting Mexican Americans in the Southwest.* Washington, D.C.: Government Printing Office, 1972.

This article examines the way the educational system deals with the linguistic and cultural background of the Mexican American student and looks at: (1) some of the linguistic and cultural problems faced by Mexican American children within the educational system; (2) programs used by some of the schools in attempting to adjust to these problems; and (3) the school's relationship to the Mexican American community it serves.

U.S. Congress, Joint Economic Committee. *Toward a Fundamental Program for the Training, Employment and Economic Equality of the American Indian,* prepared for the Joint Economic Committee by Herbert E. Striner. Kalamazoo, Michigan: W.E. Upjohn Institute for Employment Research, 1968.

This study, prepared by the W.E. Upjohn Institute for Employment Research for the Congress of the United States, includes discussions of the present status of American Indians and suggested plans for improving education. The needs for industry incentives, leadership training, sources of vocational training, and employment for American Indians are also discussed.

U.S. Department of Health, Education, and Welfare. Office of Education. *The Mexican American: Quest for Equality.* Washington, D.C.: National Advisory Committee on Mexican American Education, 1968.

This booklet, a report by the National Advisory Committee on Mexican American Education, contains a brief description of the problems facing more than five million Mexican Americans in our society. According to the report, education has failed to recognize the needs of Mexican American students as evidenced by their high dropout rate. The report also notes that, because of the language barrier and the lack of suitable instruments to test the intelligence and the learning potential of Mexican American children, they are labeled as "mentally retarded" (e.g., in California, Mexican American students account for more than 40% of the so-called mentally handicapped).

U.S. Department of Health, Education, and Welfare. Office of Education. Bureau of Research. *Puerto Rican Dropouts in Chicago: Numbers and Motivation*, prepared for the Bureau of Research by Lucas Isidro. Chicago: Council on Urban Education, 1971.

This study examined the high (71.2%) dropout rate for Chicago Puerto Rican students. A study of seniors and dropouts revealed all had self-image/self-concept problems exacerbated by school experience, that students' reading and English language skills decreased with length of stay in school and that dropouts spoke better English than seniors.

U.S. Department of the Interior. Bureau of Indian Affairs. *Literacy in the Vernacular: The Case of Navajo.* Navajo Reading Study, Progress Report No. 8, prepared for the Bureau of Indian Affairs by Bernard Spolsky and Wayne Holm. Albuquerque, N.M.: University of New Mexico, 1971.

This paper notes the tendency among non-literate peoples such as the American Indians to lose their native language as the demands of modern technology increasingly push them towards literacy in a language which is not their own, and argues that literacy in the vernacular language may prevent such acculturation and language loss from going hand in hand.

U.S. Department of Labor. Manpower Administration. Office of Research and Development. *Chinese American Manpower and Employment*, prepared for the Office of Research and Development by Betty Lee Sung. New York: Department of Asian Studies, City College of New York, 1975.

A study of the employment characteristics and occupational status of the Chinese in the United States based primarily on a special tabulation of the 1970 census and supplemented by data from other sources. Topics covered include immigration, geographical dispersion, demographic characteristics, education, occupations, working women, unions, civil service, income, unemployment, underemployment, self-employment, cultural differences, prejudice, and how the Chinese are coping with their problems.

Verdoodt, Albert. *Linguistic Problems of Adult Migrant Workers and Socio-Linguistic Problems of Migrant Workers' Children Being Educated in the Host Country.* Strasbourg, France: Committee for Higher Education and Research, Council for Cultural Cooperation, 1973.

This article examines the linguistic problems of adult migrant workers and sociolinguistic problems of their children. Various bilingual program models in the United States and in Europe are discussed. The conclusion argues for a pluralistic bilingual education program for migrant groups, supported by the host country.

General Background

On Linguistics and Bilingualism

Andersson, Theodore. "Bilingual Education: The American Experience." Paper presented at Ontario Institute for Studies in Education, Conference on Bilingual Education, March 13, 1971, in Toronto, Canada.

This paper presents an historical overview of bilingual education in the United States, concentrating on the two major periods of activity, 1840-1920 and 1963-present. The article discusses at length the polarization between language training and cultural or philosophical aspects of education as well as the contributions of various educators and linguists to the field. Extensive bibliography.

Andersson, Theodore. "Bilingual Schooling: A Cross-Disciplinary Approach." Paper presented at the Fourth Annual TESOL Convention, March 20, 1970, in San Francisco, California.

This paper presents an overview of Federal legislation concerning bilingual education. The shortcomings of programs based on that legislation are outlined and an alternative, multi-faceted, bilingual learning system--S.W. Educational Development Laboratory in Austin, Texas--is described. Plans for an experimental comparison of this method to both the traditional and the ESL approach are outlined.

Buto, Kathleen A., and Others. *A Better Chance to Learn: Bilingual Bicultural Education.* Clearinghouse Publication No. 51. Washington, D.C.: Commission on Civil Rights, 1975.

In this report, the U.S. Commission on Civil Rights examines the extent to which bilingual bicultural education is an effective educational approach for increasing these students' opportunities. For comparative purposes, the English as a Second Language (ESL) approach which for many years has been the only special program used to teach these students English is examined. Educational principles underlying bilingual bicultural education are discussed and selected programs are described. Information is provided on evaluation procedures for such programs. Federal and State policy on bilingual education is also discussed.

Dil, Anwar S., ed. *Language Acquisition and Communicative Choice: Essays by Susan M. Ervin-Tripp.* Stanford, California: Stanford University Press, 1973.

This volume contains 17 essays written by Susan M. Ervin-Tripp, eight of which deal specifically with bilingualism. Six others discuss language acquisition, and three are grouped under the heading "Sociolinguistics." Also included is a complete bibliography of Ms. Ervin-Tripp's works.

Ervin-Tripp, Susan. "Becoming a Bilingual." Berkeley: Language and Behavior Research Laboratory, University of California, 1968.

This article discusses the differences between the adult's method of language learning (tied more to ideas and concepts) and the child's (tied to surface structure and sound). Implications for differences in teaching children and adults are discussed.

Fishman, Joshua A. "The Implications of Bilingualism for Language Teaching and Language Learning" in *Trends in Language Teaching,* edited by Albert Valdman, pp.121-132. New York: McGraw-Hill, 1966.

This is an excellent introductory article to the field of bilingual bicultural education. It presents in a clear, orderly discussion, a definition of bilingualism, a rationale for studying it, its usage, and some problems and profits arising from its presence. A good list of references is provided.

Fishman, Joshua. *Readings in the Sociology of Language.* The Hague: Mouton, 1968.

The primary purpose of this book is to interest students of social behavior in the language determinants, concomitants or consequences of behavior. It is divided into sections which give the reader a perspective on the sociology of language, in a broad sense. A more sophisticated handling of sociolinguistics, studies concerned with social stratification, cultural values, multilingualism, and a general overview of social contexts and consequences of language planning are included in the book.

Fishman, Joshua, and Others. *Language Loyalty in the United States: The Maintenance and Perpetuation of Non-English Mother Tongues by American Ethnic and Religious Groups.* The Hague: Mouton & Co., 1966.

This is a study of cultural-linguistic self-maintenance efforts, rationales, and accomplishments of non-English speaking immigrants in America. Trend analyses, contrast of separate cultural and linguistic groups, internal comparisons, and the examination of language maintenance and language shift phenomena contribute in the major effort to reveal the current extent and status of culture and language maintenance among the ethnic and religious groups studied. Four integrative essays on Spanish, French, German, and Ukranian facilitate a reconsideration of empirical relationships and theoretical propositions previously advanced.

Leibowitz, Arnold H. *Educational Policy and Political Acceptance: The Imposition of English as the Language of Instruction in American Schools.* ERIC Clearinghouse for Linguistics. Washington, D.C.: Center for Applied Linguistics, 1971.

The purpose of this study was to analyze the reasons behind governmental decisions leading to the "English-only" instruction policy in the public schools and the recent softening of this policy by various State and local governments. The author's thesis is that such policies have considered neither the advantages which the child may have if he learns in his native tongue nor the willingness of the non-English speaking groups to learn English. He finds, rather, that official acceptance or rejection of bilingualism in American schools has depended on whether the group involved has been considered politically and socially acceptable, and that the decisions to impose English as the sole language of instruction have reflected the popular attitudes towards that particular ethnic group and the degree of hostility evidenced toward that group's natural development.

Paulston, Christina Bratt. *Implications of Language Learning Theory for Language Planning: Concerns in Bilingual Education.* Papers in Applied Linguistics, Bilingual Education Series: 1, Arlington, Va.: Center for Applied Linguistics, 1974.

This paper is a statement, from the viewpoint of a language teaching specialist, of the contributions language learning theory could make to language planning. It consists of three parts: (1) a conceptual framework of language planning used to identify ways in which a linguist might contribute; (2) a summary of basic concepts of language learning theory; and (3) a review of literature on selected problems in bilingual education in order to examine the validity of any implications from language learning theory.

Saville, Muriel R., and Troike, Rudolph. *A Handbook of Bilingual Education.* ERIC Clearinghouse for Linguistics. Washington, D.C.: Center for Applied Linguistics, 1970.

In this handbook the authors discuss an historic view of bilingualism world and nationwide along with the linguistic, psychological, and cultural factors involved. Included are suggestions for setting up bilingual programs, a comparison of English, Spanish, and Navajo grammar and phonology, and a description of program evaluation principles.

Turner, Paul R., ed. *Bilingualism in the Southwest.* Tucson: University of Arizona Press, 1973.

This book is intended to encourage interdisciplinary exchange of ideas and cooperation in the study of bilingualism. The book is divided into three parts: (1) Mexican Americans, (2) American Indians, and (3) suggestions for further research. Parts one and two contain articles on assumptions and methods, language resources and development, and cultural and linguistic interactions.

U.S. Department of Health, Education, and Welfare. Office of Education. Bureau of Adult, Vocational, and Technical Education. *Position Papers on Bilingual Bicultural Educational Manpower Development*. San Fernando, California: Montal Educational Associates, 1974.

Selected by the Division of Manpower Development and Training, U.S. Office of Education (HEW, Washington, D.C.), the Montal Educational Associates conducted a Symposium for Bilingual Bicultural Educational Manpower Development. This publication contains the position papers which were critiqued by 40 to 50 experts at the Symposium: (1) "Strategies for the Inclusion of the Spanish Speaking in the Implementation of the Comprehensive Employment and Training Act of 1973"; (2) "Career Education, the Comprehensive Employment and Training Act of 1973 and the Spanish Speaking"; (3) "Bilingual-Bicultural Curriculum"; (4) "A Humanistic and Objective Approach to Accountability"; (5) "Staff Development"; and (6) "The needs of the Spanish Speaking Mujer in Woman-Manpower Traning Programs".

Legislation

Geffert, Hannah, and Others. *The Current Status of U.S. Bilingual Education Legislation.* CAL-ERIC/CLL Series on Languages and Linguistics, No. 23. Arlington, Va.: ERIC Clearinghouse on Languages and Linguistics, 1975.

This report, prepared by the Lawyers' Committee for Civil Rights Under Law, collects Federal, State, and other legislation in effect since April 15, 1975. This is an update of the report published by the Center for Applied Linguistics in 1971.

U.S. Congress, House, General Subcommittee on Education of the Committee on Education and Labor, *Bilingual Education Act: Hearings*, 93rd Congress, 2nd Sess., 1974.

Three bills concerning training teachers for bilingual education programs, qualifications for schools receiving Federal Aid for bilingual education, and expansion of programs of bilingual education, teacher training, and child development were the subjects of these hearings.

U.S. Congress, House, General Subcommittee on Education of the Committee on Education and Labor. *Vocational Educational Amendments of 1974: Hearings on H.R. 14454*, 93rd Congress, 2nd Sess., 1974.

The document contains the verbatim reports of nine hearings held on H.R. 14454, the bill to extend the authorization of appropriations for the Vocational Education Act of 1963 until Fiscal Year 1980, including the full texts of all prepared statements and exhibits of various kinds.

U.S. Congress, Senate, Subcommittees on Education and Human Resources of the Committee on Labor and Public Welfare. *Bilingual Education, Health, and Manpower Programs, 1973, Hearings*, 93rd Congress, 1st Sess., 1973.

The Joint Hearings before the U.S. Senate's Subcommittee on Education and the Special Subcommittee on Human Resources was particularly concerned with the problems of bilingual education. The hearing, held February 1973 in Los Angeles, California, focused on the Southwest in general and on California in particular because of the greater bilingual needs in these areas.

U.S. Congress, Senate, Select Committee on Equal Educational Opportunity, *Equal Educational Opportunity, Part 4 Mexican American Education, Hearings*, 91st Congress, 2nd Sess., 1971.

Witnesses before the committee included Mexican American educators from California and Texas. Presentations by these witnesses emphasized such areas as language and culture, educational levels, bilingual education, integration, Federal funding, segregation, student militancy, social attitudes, home environment, public and political attitudes, school policies, school faculties, community control and involvement, the GI Bill, and educational tracking. "Spanish Speaking Pupils Classified as Educable Mentally Retarded," a report from the California State Department of Education, is included in the publication.

Bibliographies

Joseph, Grace, and Others. *A Selected ERIC Bibliography on Teaching English as a Second Language to the Illiterate.* CAL-ERIC/CLL Series on Languages and Linguistics, No. 25. Arlington, Va.: ERIC Clearinghouse on Language and Linguistics, 1975.

This annotated bibliography consists of materials in the ERIC system that deal with teaching English as a second language to persons who are illiterate, or functionally illiterate, in their native language. The items in the bibliography were obtained by means of a computer search of "Current Index to Journals in Education" and "Resources in Education".

Ney, James W., and Eberle, Donella K. *A Selected Bibliography on Bilingual/Bicultural Education.* Arlington, Va.: ERIC Clearinghouse on Languages and Linguistics, 1975.

This selected bibliography presents a listing of available articles, surveys, textbooks, and anthologies in the field of bilingual/bicultural education. Equal emphasis is given to theory and application. Annotated.

Robson, Barbara, and Sutherland, Kenton. *A Selected Annotated Bibliography for Teaching English to Speakers of Vietnamese.* Vietnamese Refugee Education Series, No. 4. Washington, D.C.: Center for Applied Linguistics, 1975.

This annotated bibliography represents a selection of materials which are of most immediate practical relevance and utility to those concerned with the English language education at all levels of refugees from Indochina, particularly Vietnam.

Rodda, Anne. *English as a Second Language Bibliography.* Upper Montclair, N.J.: Adult Continuing Education Center, Montclair State College, 1974.

The annotated bibliography represents a selection from the large collection of curricular-instructional materials at the National Multimedia Center for Adult Education, focusing on materials suitable for use in English as a Second Language programs.

Teschner, Richard V., and Others. *Spanish and English of United States Hispanos: A Critical, Annotated, Linguistic Bibliography.* Washington, D.C.: Center for Applied Linguistics, 1975.

This linguistically oriented bibliography lists 675 items that relate in part or in full to the speech and language behavior of U.S. residents or citizens of Hispanic background. The bibliography, intended as a continuation of Hensley C. Woodbridge's 1954 study, includes material completed or published through December 1974, but generally excludes items not available through ordinary channels. Annotated.

U.S. Department of Health, Education, and Welfare. National Institute of Education. *American Indian Education, A Selected Bibliography (with ERIC abstracts).* ERIC/CRESS Supplement No. 6. University Park: New Mexico State University, ERIC Clearinghouse on Rural Education and Small Schools, 1975.

Compiled to provide access to some of the latest resource material, research findings, and/or developments in American Indian education, this bibliography, a supplement to six previous ERIC/CRESS bibliographies cites materials available through "Resources in Education" (RIE) and "Current Index to Journals in Education" (CIJE).

U.S. Department of Health, Education, and Welfare. National Institute of Education. *Mexican American Education, A Selected Bibliography (with ERIC abstracts).* ERIC/CRESS Supplement No. 5. University Park: New Mexico State University, ERIC Clearinghouse on Rural Education and Small Schools, 1975.

Compiled to provide access to some of the latest resource material, research findings, and/or developments in Mexican American education, this bibliography is a supplement to five previous ERIC/CRESS bibliographies which cite materials available through RIE and CIJE.

U.S. Department of Health, Education, and Welfare. National Institute of Education. *A Selected Bibliography on Mexican-American and Native American Bilingual Education in the Southwest (with ERIC Abstracts).* CAL-ERIC/CLL Series on Languages and Linguistics, No. 6. Arlington, Va.: ERIC Clearinghouse on Languages and Linguistics; and University Park: New Mexico State University, ERIC Clearinghouse on Rural Education and Small Schools, 1975.

This bibliography provides access to the latest research findings or developments in bilingual education which relate specifically to Mexican Americans and/or American Indians in the Southwest. The information contained in the 263 entries is analyzed in terms of its sociolinguistic significance.

U.S. Department of Health, Education, and Welfare. Office of Education. *Puerto Ricans in the United States: A Review of the Literature,* prepared for the Office of Education by Diane Herrera. Austin, Texas: Dissemination Center for Bilingual Bicultural Education, 1973.

This bibliography of 2,155 items is a resource book intended for educators. It provides up-to-date information on current advances in bilingual education as well as information on the historical, economic, sociological, and anthropological aspects of Puerto Ricans, Mexican Americans and other minority groups. Emphasis is on testing, cognitive style, and teacher training. Many of the entries are annotated.

U.S. Department of Health, Education, and Welfare. Office of Education. *Teacher Training Bibliography: An Annotated Listing of Materials for Bilingual Bicultural Teacher Education.* Austin, Texas: Dissemination Center for Bilingual Bicultural Teacher Education, 1975.

Seven major categories of training materials comprise this annotated listing: bilingual education (general information), teacher training, cultural awareness, the student, language acquisition and second language, methods and materials, and evaluation. This bibliography covers nearly 200 books and programs.

U.S. Department of Health, Education, and Welfare. Office of Education. Bureau of Research. *Bilingual Education, A Selected Bibliography.* University Park: New Mexico State University, ERIC Clearinghouse on Rural Education and Small Schools, 1970.

This bibliography was complied to provide access to the latest research findings and developments in the area of bilingualism and bilingual education. Part I of the publication contains 176 citations, with abstracts, which have appeared in all "Research in Education" issues through June of 1970. Part II includes 28 citations from "Current Index to Journals in Education," beginning with the first issue in January of 1969 and continuing through the July 1970 issue.